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ABSTRACT

This manual provides suggestions for materials and projects to carry out a summer reading program for children based on a monster theme. The planning process outlined may be used as a "how-to" guide for developing summer reading programs on other themes as well. In addition to general guidelines, the manual provides information on the following aspects of a reading program: setting goals and objectives; a program schedule and checklist; planning; registration requirements; reading records; promoting the program; bulletin board suggestions with examples; activities and special events; incentives along the way; and evaluation of the program. Sample ideas for illustrations and masters suitable for reproduction are included. Two annotated bibliographies are also included, one listing reference books for the program planner and the other suggesting monster-related readings for children. (THC)

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Manual for a

Summer Reading Program

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September, 1984

IR050865

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INTRODUCTION

In 1981 the State Library surveyed New Mexico's public and community librarians on their interest in developing materials for summer reading programs. Enough interest was indicated to form an advisory committee of eight public and school librarians who met to select a theme and draw criteria to be included in a request for proposal.

Sue Medina, a consultant with the Alabama State Library, was hired to develop a program within the guidelines established by the advisory committee. That program is what is now being distributed, and it is our hope that it will meet two needs. For those who choose to use it, the manual offers a theme for a summer reading program and provides suggestions for materials and projects to carry out that theme.

On a more general level, this is a "how-to" manual which may be used as a guide for developing a summer reading program no matter what theme is chosen. Monsters or no, the planning process outlined in the manual is essential to any successful summer program, and that process may be used in developing whatever theme you think would be appealing to your community.

Whatever approach you choose to take, we hope the manual will be useful to you.

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MERLIN'S MAGIC BOOKS FOR THE WITCH IN CHARGE and GENERAL BIBLIOGRAPHY

MEETING MONSTERS FACE TO FACE

Service to children is an important part of the public library program throughout the year. Special reading programs offer excitement and fun to stimulate leisure reading. This manual has been developed to guide you through the imaginary terrors of a special reading program, **Monster Mania**, an example of a Summer Reading Program theme.

Some ideas in this manual will be perfect for your library---but some will seem impossible. Pick and choose to tailor the ideas you like into your program. Let your imagination roam free and wild--use these ideas to stimulate your own thinking. You decide how much you can do with a summer reading program based on your library, your resources, your community.

The first monsters you must face are the guidelines for **your** summer reading program. Think about what you want to accomplish and consider these guidelines for your program:

1. ALL the neighborhood gremlins are welcome in the library. Avoid setting absolute age limits. Try to define "reading" to include listening, viewing, or other ways of participating in the library program.

2. Monsters should not compete to be king of the mountain. Encourage children to read for their own pleasure, at their own pace, and on their own chosen level. Avoid competition for the "most books read."

3. Children haunting the library should be rewarded as freely as possible. If you award certificates, try to give them to each child who has attended a program or read one book.

4. Do not require children to read the thirteen scariest books or from the seven deadliest categories. Use theme-related titles for promotion but encourage children to select books in their own interest areas.

5. Be aware of children with special needs and adapt your program to insure full participation by children who may be physically or visually handicapped or who may have other disabilities.

GOALS FOR GHOULS

A reading program doesn't just happen--you choose to have one because it meets the goals you have for your library. What are your reasons for having a summer reading program? Do you want to:

Get children to come to the library

Get parents to visit the library with their children

Make children and their parents feel welcome and comfortable in the public library

Nurture a love for reading as a pleasurable experience

Stimulate interest in books and reading

Reinforce reading skills

Teach children how to use the library

Make the community aware of the public library's services for children

Success requires hard work. To help channel all that work in the most effective direction, you should set goals and objectives for the summer reading program.

Goals are broad statements that set forth the "blue-sky" dream you have for the program. Rescuing damsels in distress, slaying dragons, finding the golden fleece are all dreams that are broad in scope. Libraries might have broad goals to:

Offer a variety of activities to encourage children to use the public library

Enhance its role as a source for recreational and leisure materials for children

Insure that all services are available to all children regardless of their individual mental or physical abilities

Objectives are more specific. They are written as an outcome that is intended to be accomplished within a given time period. To the extent possible, they should be quantifiable so they can be used for evaluation.

Objectives would state how many dragons you will slay by the end of the summer, which damsel in which tower you will rescue before the moon is full. Objectives may focus on the library and describe the activities you will undertake to produce the summer reading program:

> The library will have nine one-hour activities for the summer reading program.

This kind of objective measures the work of the library.

User-oriented objectives focus on the participants in the program:

> Eighty percent of the children enrolled in the summer reading program will read at least one book (or attend one program, make one visit to the library.)

Objectives that can be quantified and measured are the basis of your evaluation. If you write objectives that include numbers--one dragon, one maiden, eighty percent of the children--you will have one measure for determining your success.

OBJECTIVES

SUMMER READING PROGRAM SCHEDULE

READING PROGRAM BEGINS _____

REGISTRATION DAYS _____

READING PROGRAM ENDS _____

SPECIAL ACTIVITY DAYS _____

SCHOOL VISITS _____

SCHOOL CLOSING DATES _____

PRINT DEADLINES FOR NEWSPAPERS _____

WRITE NEWS RELEASES _____

READY TO MAIL ON _____

PUT UP POSTERS _____

RECRUIT AND TRAIN VOLUNTEERS _____

TRAIN STAFF _____

BOOK AND CONFIRM:

SPEAKERS _____

FILMS _____

_____

PUPPETEERS _____

OTHER ACTIVITIES _____

NICE TO KNOW

Pool opens _____

Little League Playoffs _____

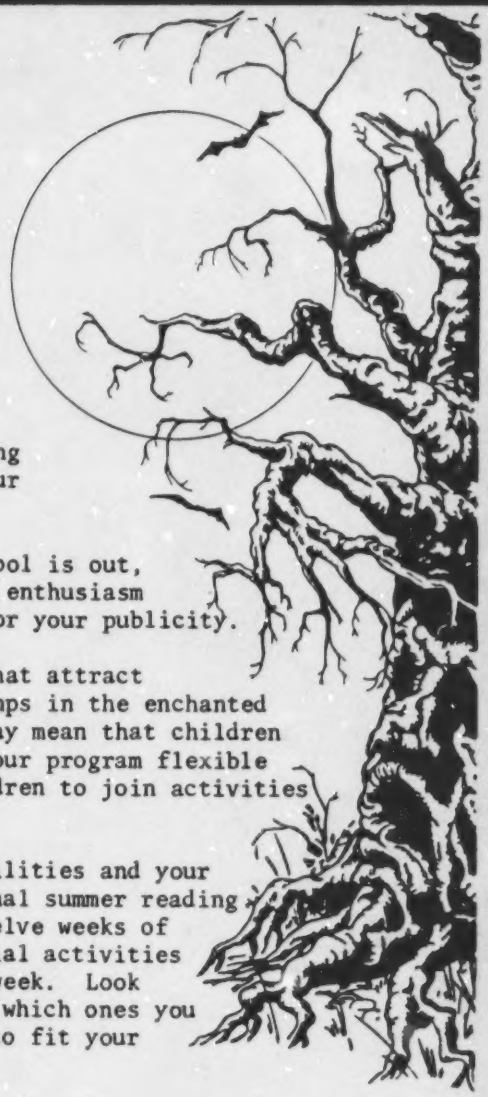
_____

OTHER: _____

PROGRAM CHECKLIST

	SEVERAL WEEKS PRIOR	WITHIN TWO WEEKS	DAY BEFORE
SPACE	Schedule space (park, library meeting room)	If outside library, confirm	Make sure space is set up the way you want
EQUIPMENT	List and reserve any equipment (projector, record player, microphone, puppet stage); book films and other resources		Make sure films and equipment have arrived and are in working order; preview films
SPEAKERS	Contact and confirm	3-5 days before program, reconfirm	Make sure you have a subsitute for a speaker who doesn't show up
PUBLICITY	Prepare news releases	Check paper/radio/TV for appearance	
	Design posters, brochures, hand-outs and have printed	Schedule receipt of all printed materials at least 2 weeks prior to program; Mail notices/invitations; Put up posters	Have hand-outs in room ready to distribute
	Schedule photographer	Reconfirm	
DISPLAYS	Design displays; reserve any books or other library material	Set up display	
SUPPLIES	List and order any supplies you will need	Confirm supplies have arrived	Arrange supplies in the room (work stations or ready to distribute)
STAFF	Schedule staff and/or volunteers	Brief everyone on the program and what is expected of each one	Confirm schedules

THE TORTURED PATH



There are other monsters along the tortured, twisted path leading to summer's end. Decide when you will trap the creepy crawlies (recruit the players), begin the haunting (beginning date of the program), and exorcise the ghosts (end the program). Your experience will be the best guide along this path--but careful planning will be your best equipment.

The sooner you start the program after school is out, the easier it is to capture the children's enthusiasm for new ideas and to utilize the schools for your publicity.

Remember there are other midsummer fests that attract children. Vacations to magic kingdoms, camps in the enchanted forest, or the call of the wild relative may mean that children come and go throughout the summer. Make your program flexible and have it last long enough to allow children to join activities during some part of the summer.

Length will depend on your library's capabilities and your staff's enthusiasm. Generally, a traditional summer reading program runs from six weeks to the full twelve weeks of summer. Some libraries may only have special activities for a few days--others plan an event each week. Look over the activities in this manual, decide which ones you like, and plan the length of your program to fit your library.

A CIRCLE OF STONES

The ancient druids used a circle of stones for their calendar but you should get one with plenty of space to write in the activities you schedule. Make as many of the summer reading program decisions as early as you can. As you identify dates, you will be making a list of things to do. Decide which witch will do which work.

If you plan to borrow or rent special materials such as films, displays, puppets, etc., be sure to book and confirm them early. Plan an alternative "in-house" program that you can substitute if some of the materials fail to arrive.

WATCH OUT FOR TWO-HEADED MONSTERS

A reading program is not a contest to see who can read the most books. Stress reading for personal pleasure. Keep the rules simple and do not set unreasonable requirements that mandate categories or numbers of books to be read.

Programs based on self-determined goals can help remove some of the competitiveness. In a self-determined program, each child states the number of books he would like to read during the summer. A program based on this concept can help teach children to set and meet their own goals. Ask each child registering to tell you how many books he would like to read. Make sure the number is realistic and not too high. Two books per week may be a realistic number for good readers when other summer activities are vying for their attention.

REGISTRATION RITUALS

Registration is a ritual that is important to children. Designate a special place and make it easy to find. Registration should be unhurried and friendly--each child should be made to feel special and welcome. You may want to give first-time visitors a tour of the library--or at least an orientation to the children's room.

You need basic information about each monster who enrolls. The child's name, age, and number of books to be read are essential. Consider keeping address, school, and phone number. The information can be collected on a 3" x 5" card or on a special form that you develop. For fun, use a large, mysterious notebook labelled as Merlin's Magic Book. An example for a card might be:

name _____ age _____

address _____

city/state or neighborhood _____ phone _____

school _____ grade _____

reading goal _____ certificate _____

The information you collect at registration is useful to:

count total enrollment and number completing the program

count enrollment by categories (age groups, schools)

obtain correct names for certificates, reading records, or newspaper releases

deliver certificates to schools for presentation at assembly

group children by ages for special programs

mail unclaimed certificates

If certificates are given out as each child meets his reading goal, the staff member presenting it should initial and date the registration form. You will be sure all certificates are awarded. Knowing the dates most children completed their reading goals can be helpful in planning schedules for future programs.

READING RECORDS

Reading records (logs or folders) are evidence of a summer well-spent. The child who completes a log will have a memory and a record of what he read. There are several ways to handle reading records:

1. Keep the records in the library. Fill in the child's name and reading level. Library staff keeps up with the record and the child makes entries on each visit. The record is presented with the certificate.

   This will involve keeping the records in a convenient location. An advantage is the opportunity to talk to each child about the books he is reading. A disadvantage is the amount of staff time it takes to file and retrieve the record for every child.

2. The reader keeps his own folder. The folder is given to each child who registers. He is asked to present it to the staff to certify completion of his reading goal.

   The responsibility of reading and keeping the record is left with the child--reinforcing the independent nature of public libraries. Librarians should make an effort to talk to children throughout the program about their progress and be willing to spend time guiding their reading. One disadvantage is the possibility of a lost record--these can usually be reconstructed without great trauma.

HOWLING AT THE MOON

Howling at the moon to tell about the summer reading program will be directed to three audiences: children, parents, and the community at large. Your first efforts will be to recruit children. Second, you will want to make their parents aware of the program so they will encourage and support their children's participation. Finally, you want to promote the image of the library in the community.

The most efficient way to recruit large numbers of children is through the school system. Recruit the vampires and other fiends of summer from their own haunted house.

Plan to visit the schools in your service area. Do not try to visit every one by yourself. Enlist volunteers, other staff members, even older children. Take along a monster (a puppet or a staff member in costume). Give away bookmarks or other handouts that include the essential "what, where and when" information. Leave posters for the bulletin boards.

It is more personal to visit each classroom--but very time consuming. A presentation during a school assembly can be equally effective. Visiting the school library can also reach large numbers of children--especially if the school librarian will help by setting up a display on the Monster Mania theme.

Ask each school to:

- announce the program over its public address system
- put posters in the halls, lunchroom, library
- announce the program in the school newspaper
- announce the program at a PTA meeting
- send flyers home with the children

You supply all promotional materials: written announcements, posters, copies of flyers. This is your program and the school should not be expected to supply materials or announcements. (It is also the best way to insure the information is correct!).

The monsters you want also haunt the scouts and other youth groups. Send notices to area councils or local youth group offices to ask for their help in publicizing the library's summer reading program.

Look for other publicity outlets:

- posters in supermarkets, laundromats, city hall
- notices in bank mailings (requires advance notice)
- signs on business marquees

Howl in your library. Use displays and exhibits that highlight the theme and tell about the program. Put posters where people linger: the circulation desk, the catalog, the water cooler. Place fold-over "tents" on reading tables and hang mobiles in high traffic areas. Real people can be effective publicity agents. One staff member or the entire staff may dress in costume to spark interest and enthusiasm. Promotions in the library only reach library users, so plan these to supplement other efforts.

Publicity efforts should keep the community aware of the library and reinforce the image of the library as an important community organization. You can effectively use the local newspaper, radio, and television for coverage since library news is part of community news.

Send press releases that announce the program, follow-up to report progress, and then provide human interest stories for feature coverage.

Each newspaper, radio and TV station will have guidelines for copy. Check with each one before sending publicity and follow their requirements. If they do not have specific guidelines to give you, some basic guidelines for press releases are:

1) Use plain white paper (8½ x 11), type and double-space the copy.

2) Use one side of the paper. Start page two on a clean sheet.

3) At the top of <u>each</u> page, put the name and address of the library, name of the person to contact for more information, and that person's work phone and extension.

4) Below the organization information, put a release date. DO NOT use "for immediate release."

5) A short headline summarizes essential information and may help the editor decide where to place it in the paper.

6) The first paragraph should include essential information: who, what, where and when.

7) Use the full name of people. Verify spelling and job title.

8) Address the release to the editor. If you do not know the name, call the paper and ask for it.

9) Observe copy deadlines and allow ample time for the newspaper to use the release.

10) Courtesy requires that you send an original release to each paper. Use the same basic information with slight changes.

If you want to use photographs, select black and white glossy prints of good quality. Include a sheet identifying any people who appear in it. As with press releases, send a different photograph to each newspaper.

In addition to press releases, plan on getting feature story coverage. Articles about the library have high human interest appeal as well as provide the kind of community coverage that editors seek. Call the editor and offer the newspaper an opportunity to write the story. Be sure to allow ample time for the editor to schedule a reporter or photographer. Have someone stay with the reporter during the program who can answer basic questions, spell names, and give the reporter an agenda or other hand-outs. If the newspaper can not cover the event, ask if you can supply photographs and copy for a feature story.

When a press release or a story appears, send a note of appreciation to the editor. If there were minor discrepancies, you may or may not want to point them out. If there were major errors, request a correction notice.

Public Service Announcements (PSA's) are brief, concise notices that inform the public about community activities. A PSA appears on the radio or television. It is not a paid announcement, news release, or part of an on-going broadcast. Station managers have full control over using PSA's and they decide *if* and *when* they will air.

If you want to try PSA's, listen to the programming of the station to get an idea of their format. Call the station and ask for their PSA specifications. If you have never written a PSA, tell them and they may offer to help. In general, you can expect:

Common length:	10 seconds	20/25 words
	20 seconds	40/50 words
	30 seconds	60/75 words
	60 seconds	125/150 words
Format:	One PSA per sheet Use letterhead or plain white paper Ask about lower/upper case type Ask about margins	
Visuals:	May accept slides, prints, illustrations	
Schedules:	Deadlines for use	

If you send a taped PSA, be sure the tape format (reel-to-reel, cassette, cartridge) can be used and is preferred by the station. The tape should meet broadcast quality standards. It is best to have taped announcements professionally prepared. Some stations offer this service at a nominal charge.

FROM: The Hometown Library
13 Dungeon Drag
Howling, NM 00000

FOR INFORMATION CONTACT:
Wanda A. Witch
777-1313

FOR RELEASE: Friday, May 13, 1983

MONSTER MANIA AT THE PUBLIC LIBRARY!

This summer the Hometown Library invites all children to haunt the library for a monstrously good time. Hometown Public Library is sponsoring a summer reading program for all the gremlins who want to read and join in some summer fun.

Monster Mania will begin on (date) and continue through (date). Children can come by the library at 13 Dungeon Drag before (date) to sign up.

According to (name), librarian, wild times are planned. In addition to reading from the library's excellent collection of books, participating monsters can hear ghost tales, make dinosaur models, and have a hand in making puppets.

Come on by today and scare some fun into summer. Everyone who joins will receive a special reading folder and lots of good books to read. At summer's end, the Sorcerer's Apprentice will conjure up science magic and a certificate for each participating person.

Monster Mania is a special program presented by the Hometown Public Library with the assistance of the New Mexico State Library.

(end)

News Release for a Program:

A month of monsters continues at the Hometown Public Library at 13 Dungeon Drag, during the Monster Mania summer reading program. Come to the library on Wednesday, June 15, at 10:30 a.m. to learn how Big Foot leaves footprints. Hear a mysterious creature howl, "Who's got my big toe?" Everyone should bring a clean, pastel or white T-shirt and be ready to bare your own big foot! Registration is not required--just join the fun at the Hometown Library. (end)

News Release for a Program or a 15-second PSA:

What big eyes you have! when you hear ghostly tales at the Hometown Public Library. A tall tale begins every Wednesday at 10:30 a.m. All children are invited to join the Monster Mania storytelling at the main library, 13 Dungeon Drag. Bring a friend! (end)

News Release for a Final Party:

Ghosts and goblins haunted the Hometown Public Library for the summer reading program, Monster Mania. "Over_____children read_____books this summer," said_____,librarian. "Each one received a reading folder that will be a permanent record of their summer fun." Monster Mania presented ghost tales, made puppets and presented films about famous monsters in the movies for all area children to enjoy.

The summer fun ends Friday, August 5, at 10:30 a.m. with a grand party at the main library, 13 Dungeon Drag. The Sorcerer's Apprentice will enchant children with magic tricks and conjure up certificates for participating children. Everyone is invited to attend--and even to dress up as their favorite monster. The summer reading program is an annual program of the Hometown Public Library that is made possible through the assistance of the New Mexico State Library.

(end)

Sample Public Service Announcements:

15 seconds

If things go bump in the night, chase them away with a good book. All Hometown children are invited to borrow books at the Hometown Library and read in this summer's reading program. Call 777-1313 for more information about where the monsters are!

15 seconds

Drag on down to the Hometown Library for the 1983 summer reading program. All Hometown children and dragons are invited to try some Monster Mania fun. Call the Library at 777-1313 for more details about summer reading and borrowing books.

30 seconds

Have you ever camped in the enchanted forest or spent the night in a haunted house? Come by the main library at 13 Dungeon Drag to sign up for Monster Mania, the 198 summer reading program sponsored by the Hometown Public Library.

There will be a magic show, storytelling, and other special events. Children with visual handicaps can join through our talking book service. The Sorcerer's Apprentice will turn your summer into fun. Call 777-1313 for more details.

BULLETIN BOARDS

Dig Up a Book With A Grave Ending

Decorate your bulletin board to look like a cemetery. Put a spooky looking tree on one side. Use several 'tombstones'- each one with a different author and title on it. The tombstones can be changed to keep the cemetery current.

Cobweb Corner

Decorate the bulletin board to look like a giant cobweb. Use black rug yarn and straight pins to make the web. Cut a spider out of black construction paper. Capture the book jackets in the webbing. For added interest, the rubber and plastic spiders available from most variety stores can be strung from the webbing.

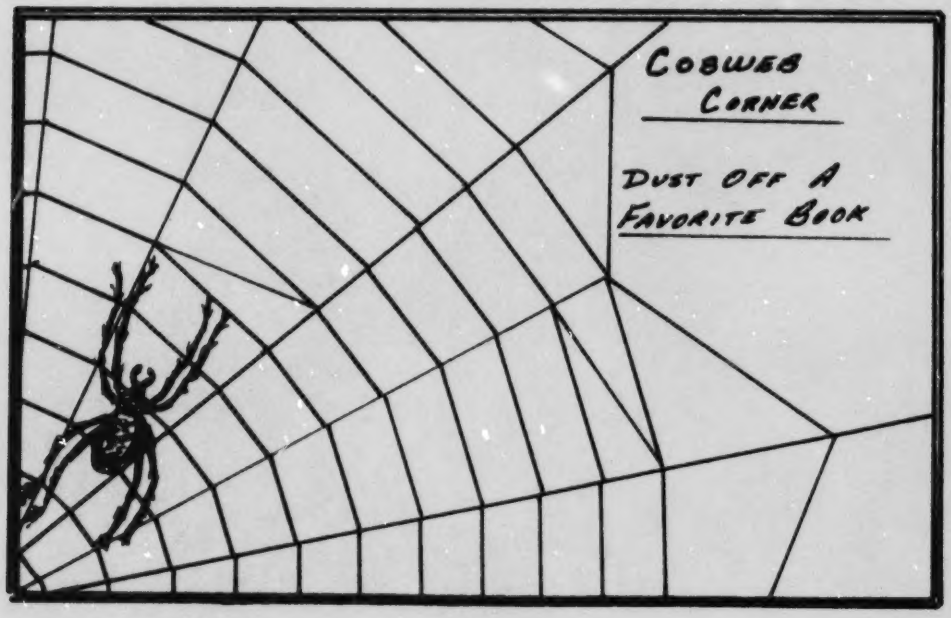
Haunting Tales Last Forever

Decorate your bulletin board with ghost outlines holding several book jackets in their arms.

Creature Features

A movie series about monsters can be promoted on the bulletin board. Use giant drawing of various creatures, post the movie titles, dates and times they will be shown.

DIG UP A BOOK
WITH A GRAVE
ENDING


COBWEB
CORNER
DUST OFF A
FAVORITE BOOK

BOIL AND BUBBLE: MAGIC POTIONS FOR SUCCESS

Activities and special events for reading programs attract children to the library. Plan events that will appeal to children who are not regular library users as well as events to enrich the background of children who are already readers. Special activities make the library an enticing and popular place to visit!

While theme-related activities are described in this section, think of ways you can expand the theme to highlight the entire range of your library collection. For example:

Mythical Monsters

Highlight books from the mythology section. Draw on the art collection for illustrations. Relate mythology to common names and words in use to today with the help of the language section.

Mostly Real Monsters

Highlight the science collection and draw on paleontology and archaeology for information about dinosaurs; display fossils of all kinds; borrow a human skeleton from the school system or teaching hospital and identify bones; move into the "maybe real" to feature Big Foot, Nessie, or other unconfirmed beings. Unseen monsters of a small scale include viruses and bacteria.

Monsters in Music

Promote music books and record collections. Mussorgsky's Night on Bald Mountain, Stravinsky's Firebird, and other musical pieces incorporate folk literature and themes. Correlate the music to the literature through displays and/or performances.

Movie Monsters or Horror Shows

Many of the classic horror movies are based on novels and stories: Dr. Jekyll and Mr. Hyde, Frankenstein, Dracula, Legend of Sleepy Hollow, The Picture of Dorian Gray, Phantom of the Opera, Fall of the House of Usher, and many more. Full length feature films, shorter versions, and adaptations are widely available for rent. Exhibit selections from the literature with old movie posters or stills from books in the theatre collection. Film distributors sometimes have prints available. The selections from the literature may only be suitable reading for older children, but a display can help make younger children aware that screen fantasy has its origin in print.

MAGIC POTION #1: The Opening Program

Choose an opening program that will lend itself to media coverage. Try for a feature story that will describe the summer reading program and on-site coverage reporting of the event as it happens. Your opening trick will be to get children interested in the library!

In addition to activities, your agenda should include information about summer reading program goals and any rules of the program or of the library. Let the children know about all the events you have scheduled. If possible, hand out a flyer with the schedule printed on it for an easy reminder.

Program: Children Make Monster Masks and/or Costume

Length: Minimum 1 hour, may plan more time if needed

Supplies: Paper, felt-tip markers, string, hole punch, scissors, scrap odds-and-ends

Staff: Library staff (these may be given work stations with children rotating among the stations--cut, paste, holepunch, color, etc., or they may move about the group to help as needed.
Volunteers are useful for this program

Resources: Easy Mask: Fold an 8½ x 11" sheet of card stock in half. Draw ½ of a goblin, cat, or other creature on half the paper. Place the eyes according to the child's face. Color and decorate. Cut out the eyes and around the mask. Don't cut on the creased edge. Punch holes on each side, tie a string in each hole so it can be tied around the head.

Easy Costume: Supply one grocery bag per child. The bag is worn upside down. Cut the bag up the center of a wide side and cut a circle for the child's neck from the "bottom" of the bag (now the top). Cut circles for armholes on each of the narrow sides. Let the children decorate their "wild thing" costume and wear it home.

While everyone is working, play Stravinsky's "Rite of Spring," Mussorgsky's "Night on Bald Mountain," or other suitable "wild rumpus" music.

Show: Where the Wild Things Are a 10 minute film produced by Weston Woods.

Tell: A scary monster story

Recipe for the Brew: Monster Make-up

2 teaspoons of white shortening
5 teaspoons of cornstarch
1 teaspoon of white flour
few drops of glycerin
food colors
cocoa

Cream together the shortening, cornstarch and white flour. Add glycerin a drop at a time to make the mixture smooth and creamy. Color as desired. Brown make-up can be made by mixing:

1 teaspoon of white shortening
2½ teaspoons of unsweetened cocoa

An alternative is to add food coloring to small amounts of cold cream. Spreads easily, easy to remove.

Directions for making-up as Dracula, Bride of Frankenstein, Werewolf, Vampire, and Reptile Man can be found in:

Cox, Marcia Lynn. Make-Up Monsters. Tempo Books. $.95

Other books to use for resources include:

Alkema, Chester J. Mask-Making. Sterling, 1980 ($8.29 PLB)
Intended for adults working with children, clearly written with good photographs and diagrams for making masks using paper mache, scraps, paper bags, plastic foam, aluminum trays.

Gates, Frieda. Easy to Make Monster Masks and Disguises. Harvey, 1979. ($5.79 PLB)
Black and white illustrations and directions for monster masks using common materials (cloth, foil, etc.)

_____. Monsters and Ghouls: Costumes and Lore. Walker, 1980. ($8.85 PLB).
More directions.

Gibbons, Gail. Things to Make and Do for Halloween. Watts, 1976. ($8.40 PLB)
Easy instructions for a witch's hat, a bat puppet, games and jokes.

Horner, Deborah. The Great Disguise Book: A Book of Disguises to Cut Out and Wear. Scribners, 1980. ($6.95)
Amusing and colorful disguises for Halloween--or to use for models in a library program.

Meyer, Carolyn. Mask Magic. Harcourt, 1978. ($7.95)
Clear and easy-to-follow directions for making masks.

Mooser, Stephen. Monster Fun. Messner, 1979. ($7.29)
Simple materials and directions for turning into a monster, giving a monster bash, and for creating a play house of horrors (another program idea!).

MAGIC POTION #2: Your Own Ghost Story

Use this program to introduce children to the parts of a book and the structure of a good story. It is an exercise in creative writing as well as a craft program.

Program: Make your own book/Write your own story

Length: Minimum of one hour

Supplies: Cardboard for a stiff cover, wallpaper scraps for covers and/or end papers, white unlined paper, pencils, crayons, felt-tip markers, staples, string, glue.

Show: Let's Make Up a Story. Coronet, 1972. 10 minutes
A brief look at characters, plot, location intended to be used in encouraging children to make up their own stories.

Read: "Goblin's Story," in Alexander, Sue. Witch, Goblin and Sometimes Ghost. (Pantheon, 1976).

Tell: A ghost story.

Ask the children to write a story and illustrate it for their book. Before they start, show them how the paper will be folded for their book. Plan to help them spell words and put abstract concepts into their own words. Time may run out--so be ready to help children put their books together after they finish their story at home.

Don't limit children to only writing a ghost story or a story about a friend--encourage them to write their story.

If space permits, plan to display the books in the library and publicize these creative efforts.

MAGIC POTION #3: Creating Rock Baby Monsters

Program:	A craft activity
Length:	One hour
Supplies:	Round, smooth stones (garden supply), acrylic paint, white glue, brushes, "found" items such as yarn, paper, glitter, moveable craft eyes, water for rinsing brushes.
Show:	Sticks and Stones. Vedo, 1972. 14 minutes. Finger puppets (a mouse, bird and turtle) search for suitable stones to use for "stone babies." The film describes the artistic approach needed to turn the stone into a creature and has clever examples.
Tell:	Brown, Marcia. Stone Soup. New York, Scribner's, 1947.

Children select the stones they want to use for their creatures. Rocks can be glued together with white glue to form bodies and heads. Paint them to look like creatures, attach eyes and other features.

Acrylic paint dries quickly and acrylic varnish can be applied for a lustrous finish. Poster paint is not recommended. It dries to a dull finish and rubs off when clutched tightly in the palm. Acrylic paint cleans with soap and water.

Cover the work area with newspaper or dropclothes. Stress rinsing brushes between colors. Styrofoam egg cartons make good paint containers. Consider using work stations: children and their rocks move from the "glue" station to each color work station, to eyes and other decorations.

MAGIC POTION #4: What Does A Dragon Look Like?

Program: A contest

Length: In the library, one hour
Week or more for contest to run

Supplies: Furnished by participating children

Staff: Volunteers to serve as judges

Tell: Williams, Jay. Everyone Knows What a Dragon Looks Like. (Four Winds, 1976)
A delightful picture book in which no ones knows what a dragon looks like--but calls on one to save the city. A good story to tell.

Show: Tchou Tchou. Encyclopedia Britannica. 14 minutes.
A boy and girl meet, play and then are menaced by a fire-breathing green dragon. When the dragon falls asleep, the children outwit and tame it. Animation is cleverly done using building blocks.

The Dragon's Tears. Contemporary/McGraw Hill. 6 minutes.
A dragon terrifies a village except for one little boy who invites him to his birthday party. This moves the dragon to tears, which becomes a river. Animated.

Contest: Ask the children to build, draw, or otherwise create what they think a dragon looks like. Set a size limit (perhaps a two foot cube) for ease in handling and displaying the entries. Set age categories to make it easier to judge. Decide the rules for judging the entries in advance and determine who will be the judges. Set a deadline for entries and when and how the "winners" will be announced. Be sure there are lots of winning categories and be prepared to make some up as you judge. Simple prizes may be obtained through donations.

An advantage of this program is that children work independently and it does not require extensive library staff time or library-supplied materials. It has good potential for publicity. A disadvantage is the difficulty in choosing among unlike entries and the possibility that more children will be disappointed at not winning than will be pleased at winning.

For variation to avoid the contest, ask the children to draw what they think a dragon looks like and display the art in the library.

RESOURCES FOR BUILDING DRAGONS

Bourke, Linda. Making Soft Dinos: A Dinosaur Craft Book. Harvey, 1980. ($6.99 PLB)

Clear and detailed instructions for making dinosaurs from fabric or paper. Dinosaurs are intricate and require some handicraft skill. 10-12 ages

Kalina, Sigmund. How to Make Dinosaurs. Lothrop, 1976. ($6.96 PLB)

Illustrated, step-by-step directions for building and painting models of stegosaurus, brontosaurus, and tyrannosaurus Rex. Styrofoam and other easy to find materials are used. 7 - 12 ages.

Dean, Audry Vincent. Making a Prehistoric Monster. Taplinger. 1977. ($7.50)

These well-illustrated, careful directions can be used to make a "meganeura mobile," "rhamphorhynchus for questionable room decoration," "slithery sea serpent," and several other monster models. Materials and tools are common: pliers, drill, wallpaper, paper plates, wire. None of the creatures require more than average construction ability. "Dinosaur Masks and Costumes" gives directions for making effective, low-cost costumes from discarded boxes. "Lost Valley of the Dinosaurs" creates a display that could promote interest in reading about prehistoric life--or the creatures can be changed to match the monster theme of the reading program. The final instruction is for a "group model dinosaur" that creates a four-foot model (or larger if you have space) that would make a super promotional dragon for Monster Mania.

MAGIC POTION #5: Watch Your Step-Bigfoot!

Program: A craft activity

Length: One hour or more depending on the number of children

Supplies: Plain white or pastel T-shirts brought by each child, permanent acrylic paint, hard rubber paint roller, flat bottom pan for paint, wooden board or several layers of stiff cardboard (at least 1 foot square), layers of newsprint, paper towels or old terry towels.

Staff: Volunteers to place feet and be sure the paint is washed off the feet are very helpful.

Tell: "The Hairy Toe" in George Mendoza, Gwot! (Harper, 1967).

For a lighter story that is not about monsters, tell Eve Merriam's Epaminondas (Follett, 1968). The young boy's mother warns him to "watch how he steps" and he carefully steps right in the middle of her cooling pies.

Show: Monsters: Mysteries or Myths Films, Inc., 1976. A documentary about the Abominable Snowman, Big Foot and the Loch Ness monster that offers various arguments, both pro and con, about their existence.

Children print their own Big Foot T-shirts. Slide the newspaper-covered board (or cardboard layers) inside the T-shirt. Place it on the floor. The child sits in front of the shirt. Roll paint on the bottom of feet, including toes. Place feet carefully in the middle of the shirt and have the child stand. Press lightly on the toes to insure a good print. The child steps off the shirt into a pan of soapy water (or have the child sit and pivot on the chair or slide down a bench to reach the pan of water). Wash, rinse and dry feet. Hang T-shirts to dry.

Acrylyic paint dries quickly to the touch and becomes colorfast after 24 hours. T-shirts can be washed after 24 hours.

If you do the craft first (outside), have the children go inside for the storytelling and film. The shirts will be dry by the time the rest of the program is finished. If you have a large number of children--divide into sessions to make it more manageable.

MAGIC POTION #6: Reading Aloud

Program: Introducing children's literature

Length: One hour for a single session
Several hours over a week for a continued story

Supplies: None

Staff: Select a reader with a good voice and with ability to read aloud for about 20 minutes. The reader should be familar with the story, like the selection, and should read (or re-read) it in preparation for the oral presentation.

Having someone read a story can be encouraging and stimulating. Children involve their senses to watch the reader, hear the story and use their imagination to build the story in their own minds. The reader should watch for passages to emphasize, read dialogue as conversation and practice timing for critical passages. Look up from the book to judge the children's reactions.

Schedule: Read a story or two (about 20 minutes each story) for one session of activities in the summer reading program. Another approach would be to read one chapter everyday for a week.

Read: These books are good for reading a chapter at a time:

Alexander, Lloyd.	The Black Cauldron. Holt, 1965. ($7.95)
Avi.	No More Magic. Pantheon, 1975. (PLB 6.99)
Bonham, Frank.	Mystery of the Fat Cat. Dutton, 1968. (pa. 1.25)
Dahl, Roald.	James and the Giant Peach. Knopf, 1961. (PLB 8.99)
Hildick, E. W.	Deadline for McGurk. Macmillan, 1975.
Le Guin, Ursula	Wizard of Earthsea. Parnassus, 1968. (7.95)
Lewis, C. S.	The Lion, The Witch and the Wardrobe. Macmillan- 1951.
Sharpe, Margery	The Rescuers. Little, 1959. (7.95)
White, E. B.	Charlotte's Web. Harper, 1952. (6.95) Stuart Little. Harper, 1945. (7.89)

MAGIC POTION #7: Tales to End All Tales

Program: Storytelling

Length: One hour each session

Supplies: None

Staff: A storyteller

Tell: For a one-hour storytelling session, select two-three stories which fit a common theme. No story should be longer than twenty minutes.

Storytelling is a traditional library program that borrows from ancient times when the oral tradition of passing on history and legends kept culture alive in the absence of a written language. Storytelling has the capacity to hold an audience spellbound--and scary stories are the most fun to tell!

Sources: DeWit, Dorothy. Children's Faces Looking Up: Program Building for the Storyteller (ALA, 1979. $11.00) DeWit gives advice on getting started in storytelling and provides tips on effective storytelling and sample programs. The stories and their sources are readily available in most libraries (or through interlibrary loan). The section titled "Story Hour Magic" pp. 78-85, outlines twenty-five sessions of stories for half-hour storytelling programs. These sessions explore various creatures: imps, goblins, gnomes, giants and other monsters. Scary stories for Halloween--but appropriate for Monster Mania--are given on p. 116.

Cathon, Laura E., Marion M. Haushalter, and Virginia A. Russell. Stories to Tell Children. (University of Pittsburgh, 1974. $3.95 paper) groups stories by their interest to children of different ages. Special lists for holiday programs include scary stories. More than one citation is usually given so the stories are easily found in most library collections.

MacDonald, Margaret R., ed., Storyteller's Sourcebook (Gale, 1982. $56.00) is a reference index by subject, title and motif. It supplies a description of the story and indicates sources for locating each story.

Anderson, Paul S. Storytelling with the Flannel Board (Denison, Book I, 1963). Now out of print, Anderson's flannel board stories include a number of short stories that are also good for telling: "Queer Company," "The Teeny Tiny Women," and "Halloween Substraction" are all good for telling with or without the flannel board.

MAGIC POTION #8: Thumbprint Creatures

Program: A craft activity

Length: One hour

Supplies: Stamp pads in several colors, paper (card stock is a good choice), paper towels, felt-tip markers/pens in several colors.

Staff: Library staff or volunteers to help

Show: Ghosts and Ghoulies. Sterling. 20 minutes
A gang of children find an abandoned house and use it to initiate new gang members. The English accent is difficult at the beginning --but the movie fast becomes screeching, running and doing doubletakes.

Read: Allard, Harry. Bumps in the Night. Doubleday, 1979.
A picture book that is good for reading aloud about a ghost, a seance, and unexpected turn of events.

Craft: Let children place a thumbprint or two on their paper and draw creatures with thumbprint bodies. Avoid mixing colors or they may end up with "muddy brown" prints.

For variation, hand out sheets with a scene on it (a graveyard, haunted house, spooky tree) and let the children match creatures to the scene.

Resources: Staff might want to preview some of these for ideas:

Ed Emberly's Great Thumbprint Book. Little, 1977 (5.95)

Ed Emberly's Little Drawing Book of Weirdos. Little, 1973 (1.00 paper)

Ed Emberly's Big Green Drawing Book. Little, 1979. (6.95)

Evans, Larry. How to Draw Monsters. Troubador, 1977. (3.95 paper)

Variation: Select a book that would be suitable for drawing the ending. Explain to the children that they will get to draw what they think will happen. Read the story and show the illustrations--up to the critical moment. Allow 15-20 minutes to draw and let children volunteer to tell their ending. Finish the story. Try Roald Dahl's The Enormous Crocodile (Knopf, 1978. PLB 4.95). for this experiment in listening and discussing.

MAGIC POTION #9: Recipes for Potions and Charms

Program: A program on foodways

Length: One hour

Supplies: A few scrap/found items

Staff: One leader

Show: People Soup. Learning Corporation of America. 13 min. Two young superscientists concoct a gruesome "soup" using everything edible in the refrigerator and pantry. The fantasy (and humor) is heightened when the boys taste it and turn into a chicken and a sheepdog.

Tell: Brown, Marcia. Stone Soup. Scribner, 1947. (8.95).

Project: Place a clear dish on an overhead projector. Fill in half full with water. Let the children help you make a witches brew: add yarn scraps for worms, teeth from a comb for Dracula's teeth, a drop of oil or two for frog's eyes, red food coloring for blood--everyone can see the brew form and it's a real spooky touch.

A Real Recipe: Ask the children to make up recipes for witches' brews--as gruesome as they can. Display cookbooks for children and post their recipes in the children's rooms.

If you have a resource person, have someone come and talk about foodways. This is a real recipe from Guam:

Fritada (pig, cow, deer)

½ onion	Vinegar
Salt	Small intestine
Black pepper	Heart
Blood	Liver
4 cloves garlic	Pancreas

Clean the intestine and pancreas. Cut open the intestine and pancreas and scrub both very well until clean. Rub in coconut oil. Wash with boiling water, vinegar and salt all meat parts. Cut liver, heart, pancreas and intesting into ½ inch pieces. Place in a large saucepan with sliced onions and garlic. Cook. When the meat is cooked and dry, add the blood, stirring and mixing constantly. Cook until blood turns dark and all ingredients are combined. (About 25 minutes). Serve with rice. Source: Lepblon Fina'tinas Para Guam. (Inetnon Famalaoan, 1977).

MAGIC POTION #10: The Sorcerer's Apprentice

Program: A Magic Show

Length: One hour plus...

Supplies: Magic Tricks

Staff: The staff may learn magic tricks or you may book a local magican to do this program

Resources: A magic show using science experiements from books can be fun. Use a guest magican or teach older children how to present the tricks they have learned from the books.

Cobb, Vicki. Magic...naturally! Science Entertainments and Amusements. Harper, 1976. ($8.95, 11 up)
Thirty tricks to learn--instructions to break a pencil in half with a dollar bill, make eggs sink or float on command, and to make a flame leap from candle to candle.

Gibson, Walter B. Magic With Science. Grosset, 1975. (2.95, 11 up)
140 magic tricks and feats--based on scientific principles, that can be created using household materials.

Hess, Jeff. Magic. Creative Education, 1979. (5.95 PLB, 9-13)
Easy tricks and tips on handling the audience make this a good beginners book.

Kraske, Robert. Magicians Do Amazing Things. Random, 1979. (4.99, 12 up)
An easy-to-read explanation of six of the greatest magic tricks, including the floating princess, Houdini's walk through a brick wall.

Kranzek, Allan Z. The Secrets of Alkazar: A Book of Magic. Four Winds, 1980. (9.95, 10 up).
Young magicians will get good advice on showmanship and the principles of doing magic tricks in this well-written manual.

This out-of-print title has instructions for putting on a magic show, including costumes, props and sample programs:
Seuling, Barbara. Abracadabra! Messner.

Variations: There a number of variations on the theme of the Sorcerer's Apprentice.

Show: The Socerer's Apprentice Coronet. 13.5 minutes
Puppets act out the story of the apprentice who thinks he knows enough magic to make his broom work--but he doesn't know how to make it stop!

Tell: DePaola, Tomie. Strega Nona. Prentice, 1975 ($8.95)
"Strega Nona, Grandma Witch" leaves Big Anthony alone with her magic pasta pot. He decides to give the townspeople a treat--but doesn't know how to make the pot stop.

MAGIC POTION #11: The Grande Finale

Program: A Monstrugly Party

Length: One hour to one and one-half hours

Supplies: Certificates (filled out), awards, thank-you certificates for helpers, party supplies, and refreshments

Staff: Everyone who helped in any way

Activity: Have a monstrugly party for the grande finale. Plan time on the agenda to hand out certificates, recognize and thank everyone who helped (certificates of appreciation are nice!), award prizes, and get feedback on what a grand summer it was.

Ask the children to dress as their favorite monster (or to broaden the choices, as their favorite book character). This is a high interest program that holds a great deal of appeal for most elementary age children. Most of the preparation will be carried out at home and it will require little staff time beyond preparing for the actual party. It makes very good copy and photographs--ask the newspaper for coverage.

You may want to plan on showing a film as an extra treat--but the excitement of the party, announcing readers for certificates, picking the wierdest, prettiest, ugliest costumes for prizes, thanking helpers--all will quickly fill up the alloted time.

MISCELLANEOUS INGREDIENTS:

Send for Kidstamps: A Catalog of Rubber Stamps (1585 Maple Road, Cleveland Heights, Ohio 44121. Rubber stamps are great for marking progress on a reading log, bookmarks made by children, the backs of hands and foreheads, tents in the book stacks, posters, programs... Kidstamps has a dinosaur set of four stamps, stamps from the Wizard of Oz, Tomie de Paola's Strega Nona, and a witch from Marilyn Hirsch.

An easy craft that doesn't take much time--Serpent Bookmark.
Cut a strip of paper or a ribbon as long as you want the bookmark.
Cut a "V" into one end (this will be the snake's forked tongue).
Cut the other end into a pointed tail. Glue ovals along its length.
Decorate the first oval with eyes. The ovals can be cut from paper (printed with the library name?) or fabric (non-raveling felt).

Leave a "feelie" box in the children's room. Let them feel what is inside and guess what it is. Post their guesses on the bulletin board by categories: wierdest, most fantastic, funniest--or post all the guesses with the real contents when you change it for the next guess.

Cut a hole in a large box. Cover the hole with a cloth so you cannot see inside--but so you can reach under the cloth and into the box. One at a time, put different objects in and ask for a description of the horrible, monstrous thing inside. Some possible creepy ideas:

a toy bone from the pet store
two ripe olives for imaginary eyeballs
a plate of cooked spaghetti for worms
polester fiberfill for witch's hair
gelatin made with reduced water for gloop!

Young adults love to play Dungeons and Dragons™ a fantasy game. Role-playing D&D ties in with the Monster Mania™ theme and expands it to older children than are usually attracted to a summer reading program. Organize a club to play--all you need is a Dungeon Master (an experienced player) to design the adventure and referee the progress; you will need the rules, and a Dungeon and Dragon™ game kit available from most hobby shops. There are a number of supporting publications that you might want to add: The Players Handbook, Dungeon Master Guide, Monster Manual. These are available from TSR Games and most hobby shops. The minature figures put out by the company are also good for displays.

Put a broom (well-used), a witch's hat, or a big black pot in the children's room. Hang a sign: "Be Back in a Newt's Eye." Leave a variety of interesting titles casually on the floor or in the pot.

AVOID DRAG-ONS: INCENTIVES ALONG THE WAY

Create A Monster

For every book read, let each child add a detail to the monster. At first, progress will be mainly the large parts: a leg, head, wing. As the summer progresses, it will be minute details: an eyelash, claw or scale. Materials needed: large sheet of paper hung on the wall and a selection of felt-tip markers or crayons. Collage materials from scraps may be glued on to the monster for a 3-D effect.

Chains Can't Hold a Monster

Build a paper chain of all the books read for the summer reading program. Cut strips of paper in uniform lengths. As each child finishes a book, have him put the name of the book and his own name on the strip and add it to the chain. Different colors can be used for various age groups, parts of the collection, schools or neighborhoods. The chain can be draped across the ceiling, along the shelves and it makes a very effective promotional device at the end of the summer: Take it along to city council to demonstrate how many books were read by the children!

Build a Sea Serpent

If space permits, let a sea serpent grow in the library. Draw an appropriate dragon or serpent head. As each child reads a book (or a stipulated number of books), a paper plate is decorated, signed by the child, and attached to make another body segment. This is a colorful, visible way to recognize progress. Serpents like to live over the stacks in the children's room but have a way of growing out the door and down the hall. Double-faced masking tape or a waxer can be used to attach plates to the wall. Add feet, wings, fins as needed.

Climb the World Tower

Transform a bulletin board into a World Tower for King Kong to climb. Each child is given a gorilla figure and progress is recorded by moving the figure up the tower. If floor space permits, decorate a refrigerator carton and build a free-standing World Tower. Caution: this reward requires you to set a minimum number of books to be read to reach the top.

Picture Yourself a Monster

Build a monster cut-out to use for taking pictures. A large cardboard box with a picture painted on it (or a collage--glue fur on it for a furry creature). Cut a hole for the child's head. When each child has read the stipulated number of books, their first books, or finished their contract, take a picture and display the photographs on the bulletin board until the end of the program. Use a Polaroid for quick results. Caution: Film can make this an expensive reward system for large programs.

EXORCISM: MAKING MONSTERS VANISH!

It's over! The last monster has vanished. And the only screams left are caused by relief. Does it seem too quiet with the children gone? Miss the sound of creaking doors slamming?

An evaluation should be an honest look at what you did. Ask hard questions about the program's success and use the answers to grow into next year. Ask the staff and volunteers for their opinions. Ask the children what they did and did not like.

What were your objectives? If they were quantifiable, compile the numbers from your records. How many children enrolled? How many finished? How many attended each activity? Some other questions you might ask include:

Did the children attend the activities in the numbers you expected?

Were they enthusiastic?

What problems did they encounter (not enough materials, too few seats, time ran out, the titles they asked for were checked out)?

Did the staff stay enthusiastic?

Was there too much work, over too long period with peak busy times? Was there enough work?

Did volunteers or other resource people do a good job?

Did the program cost too much?

Would a bigger budget help?

Could funds have been spent more effectively?

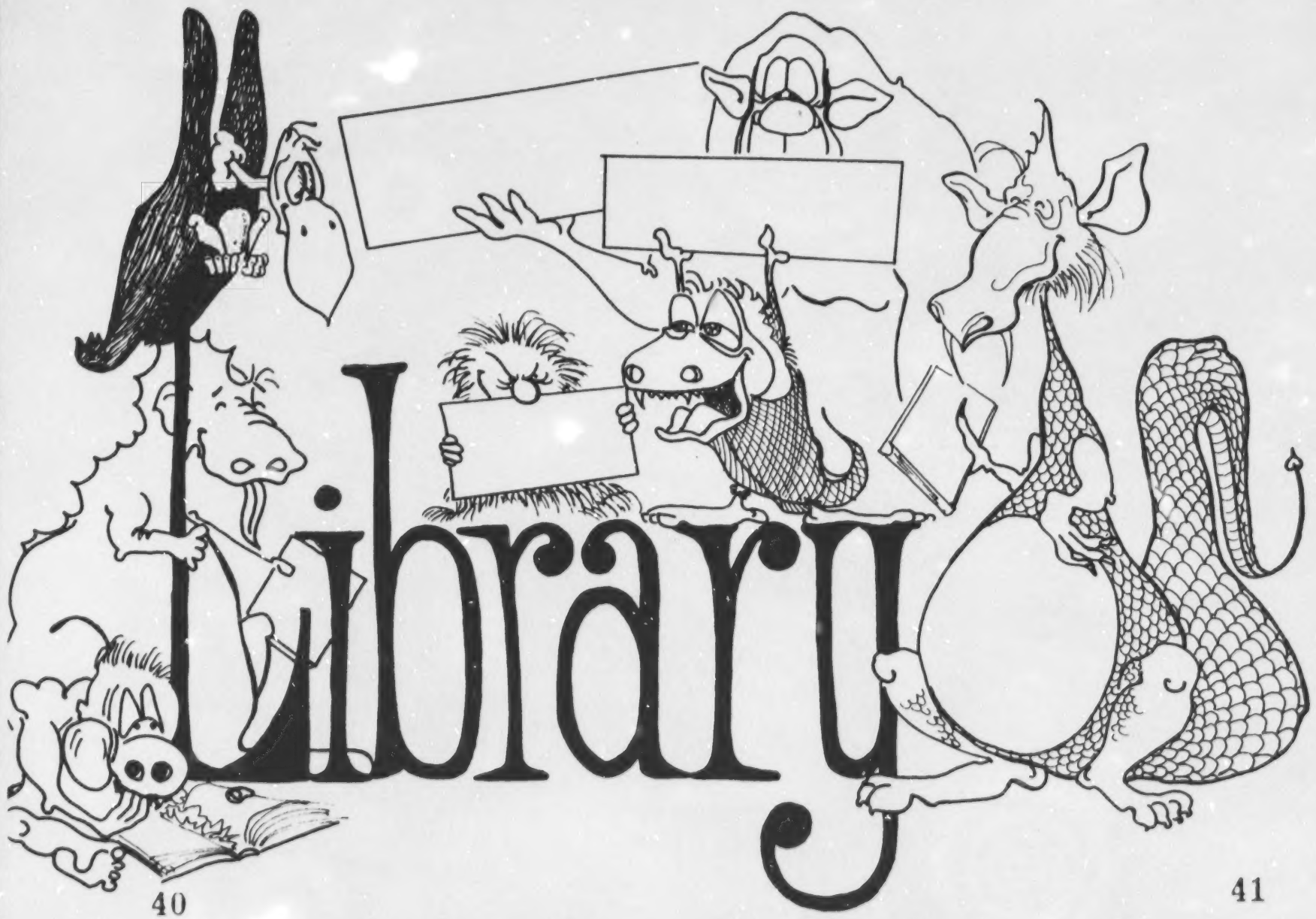
Which activities were the most--and least--successful? Why?

Should some ideas be dropped (messy, crowded, inappropriate location or group) or moved to other locations (park, gym)?

Did the children read?

Does the collection support a summer reading program as an intense activity?

Was your publicity successful?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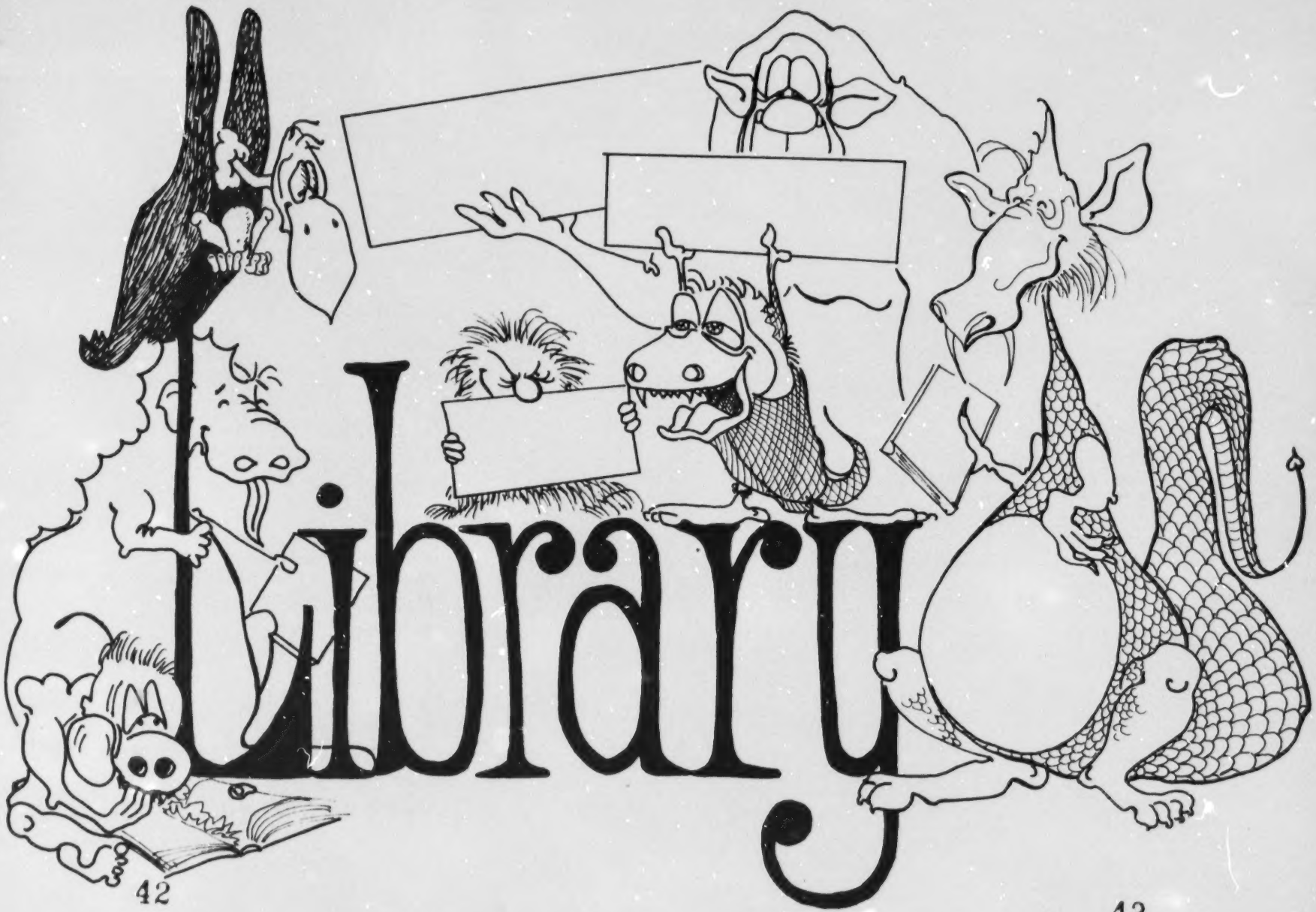
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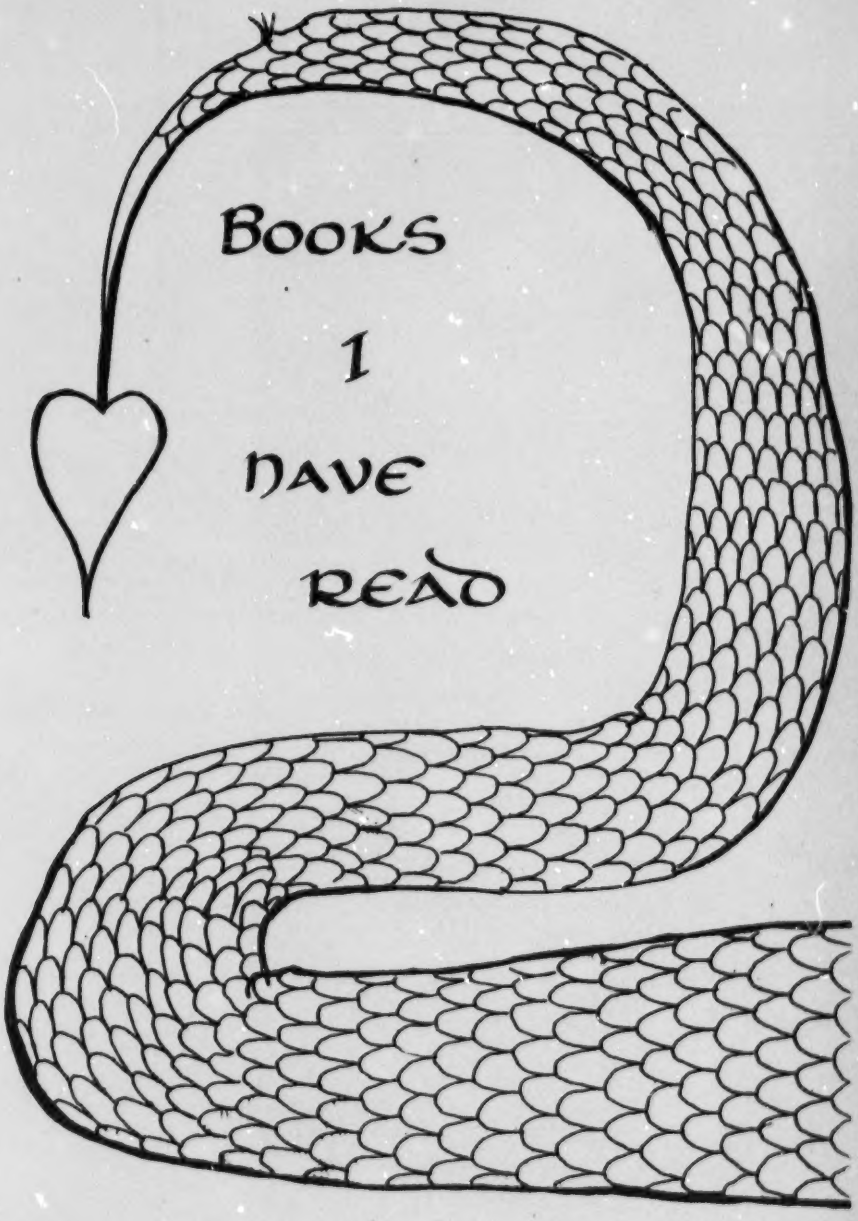
BOOKS
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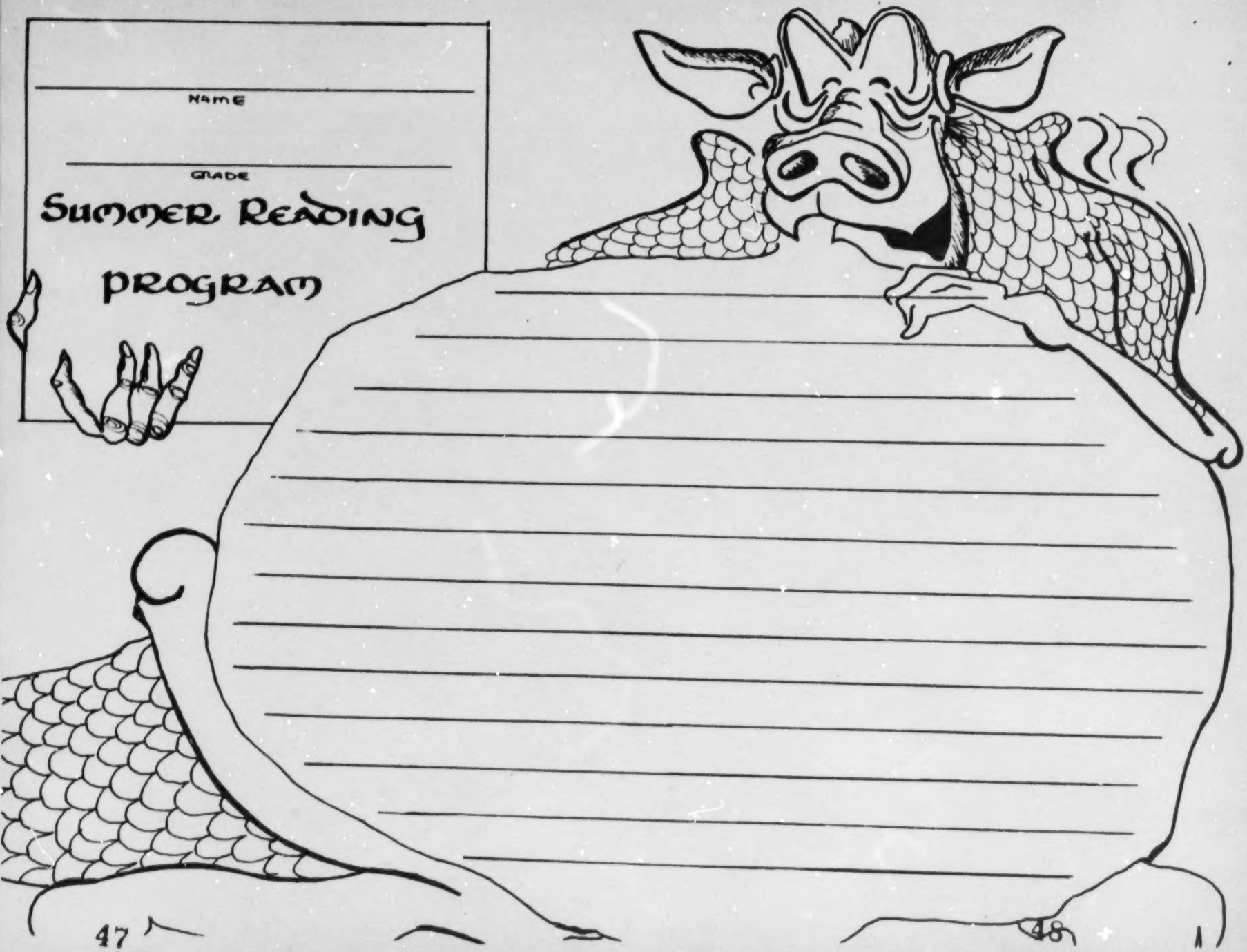
Summer Reading Program

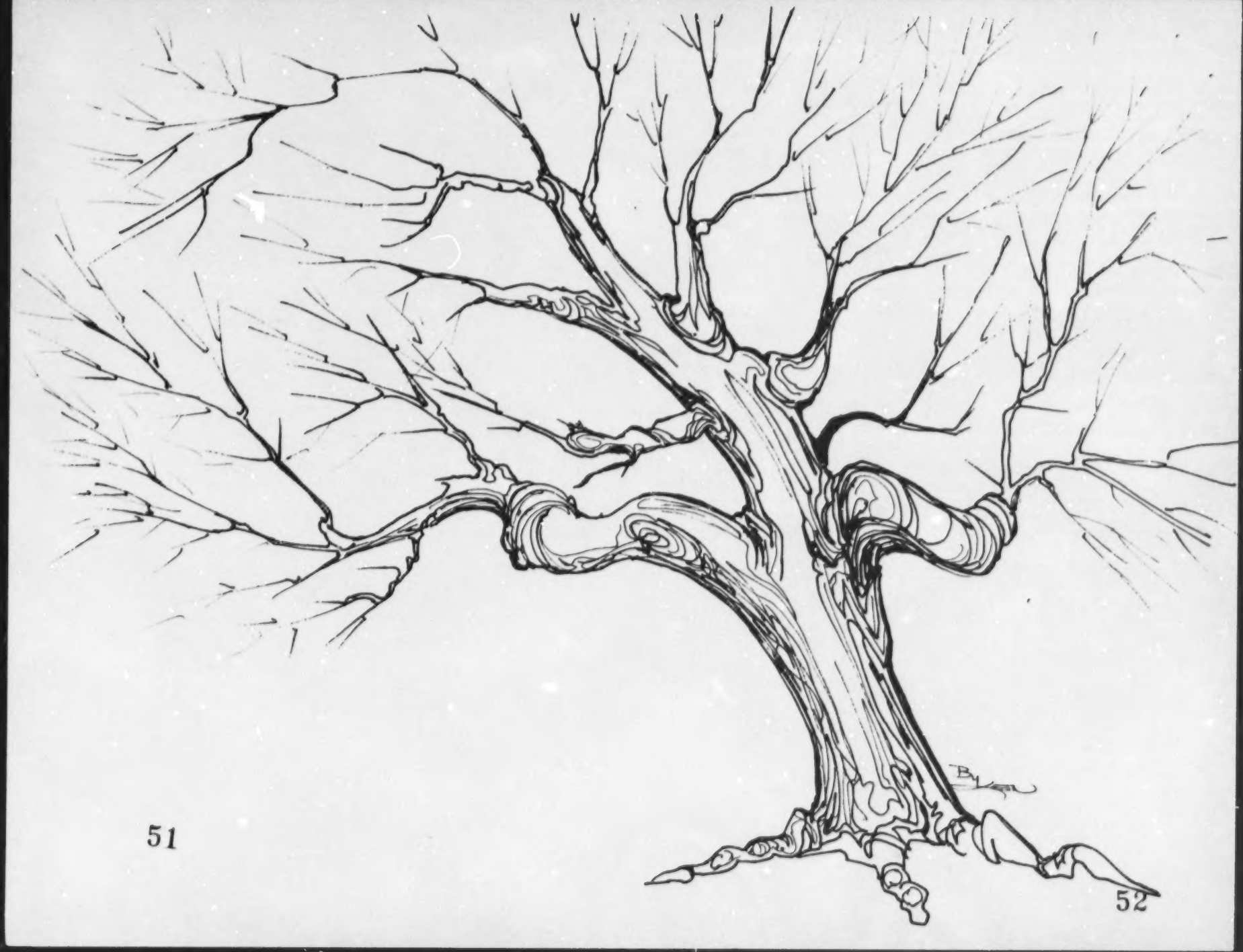


"Get Into A Good Book!"

JOIN THE SUMMER READING PROGRAM AT _____ LIBRARY _____

BOOK MARK EXAMPLE #1

Reduce illustration to book mark size (2⅓" x 8½") and insert your own title and library name —



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I'M

HUNGRY

FOR

BOOKS!

SUMMER READING PROGRAM

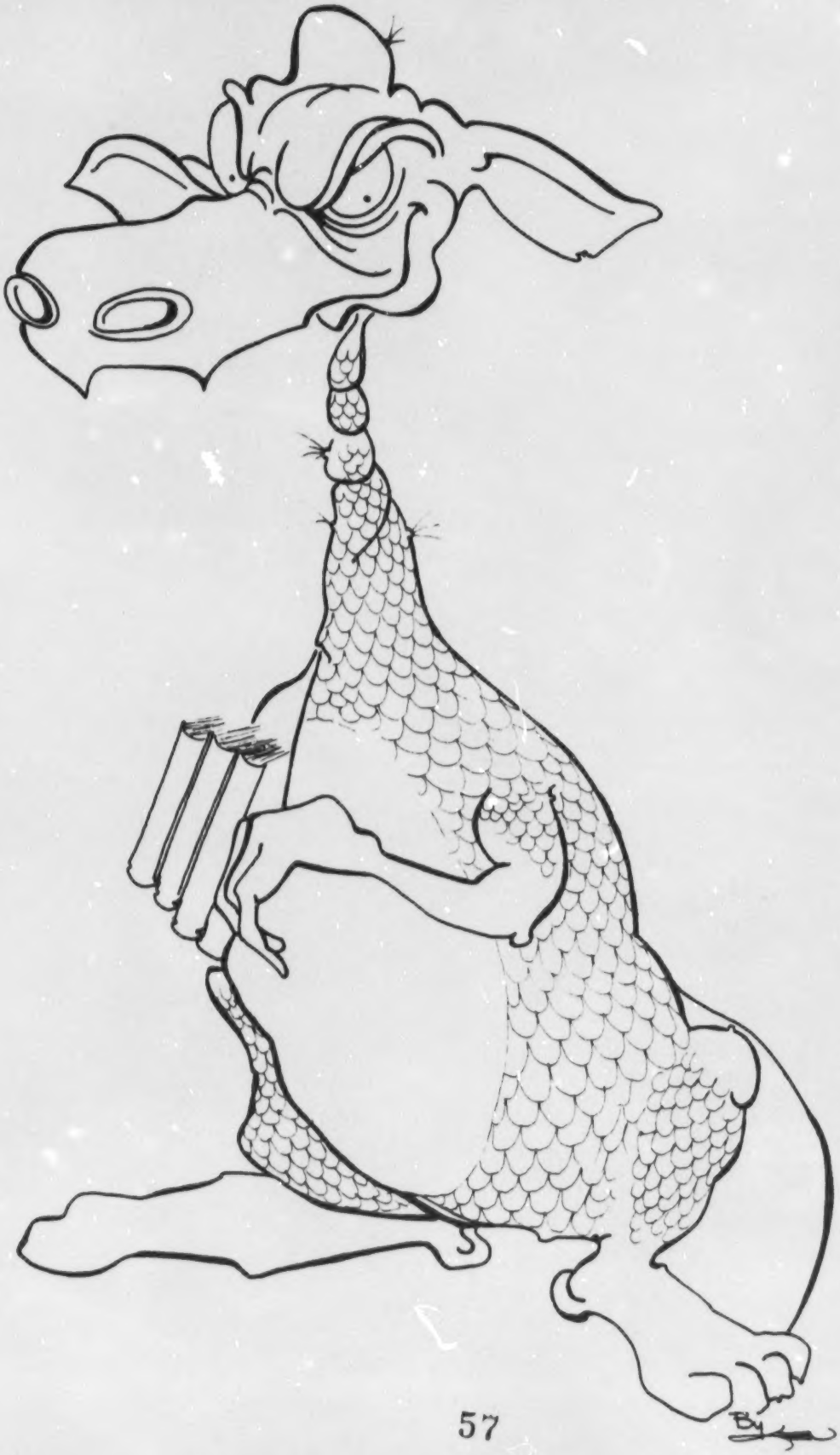
BOOK MARK

EXAMPLE #2

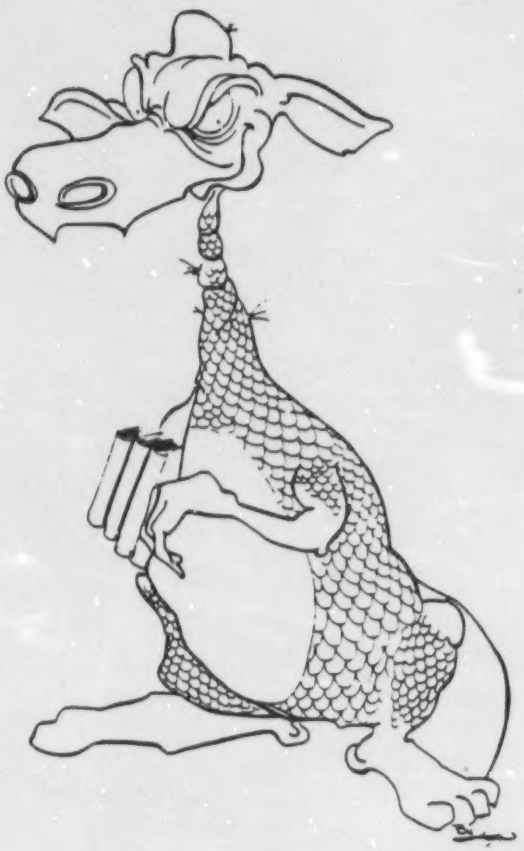
REDUCE ILLUSTRATION ON PREVIOUS PAGE TO STANDARD BOOKMARK SIZE (2⅓" x 8½") AND INSERT YOUR OWN TITLE AND LIBRARY NAME.

OR

USE THE FRIENDLY DRAGON'S BELLY FOR INFO OR LIBRARY NAME



DRAG ON
DOWN TO THE
PUBLIC LIBRARY
FOR SUMMER
READING FUN



BOOKMARK
EXAMPLE
#3

Reduce illustration on previous page to standard book mark size and insert your own title and library name —

CERTIFICATE

AWARDED TO:

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MERLIN'S MAGIC BOOKS

FOR THE WITCH IN CHARGE

Anderson, Paul S. Storytelling with the Flannel Board. Denison. Book I: 1963. Book II: 1970. out-of-print

An excellent source for stories with patterns for use with the flannel board, patterns for bulletin boards, or, in some cases, patterns for shadow or stick puppets. Book I includes "Queer Company," "The Teeny Tiny Woman" and Halloween Substractio." all three are good scary stories for younger children.

Champlin, Connie. Puppetry and Creative Dramatics in Storytelling. Austin, Texas: Nancy Renfroe Studios (1117 W. Ninth Street, Austin 78703), 1980. $9.95 paper.

An excellent handbook with activities and directions for making puppets. Very clear directions and illustrations guide you in creating puppets from envelopes, paper bags, found objects, paper strips. Especially useful for the monster theme is a creative dramatics activity using sound effects with "The Hairy Toe." Includes suggestions for using other ghost stories in similar activities.

Commins, Elaine. Early Childhood Activities. Atlanta, Ga: Humanics Unlimited (P. O. Box Box 7447, Atlanta 30309), 1982. price not set.

A variety of activities in the subject areas of art, language arts, mathematics, music, science and social studies. Many can be used in public library reading programs that incorporate crafts, storytelling, puppetry, dramatics, etc.

Gillespie, John T. and Christine B. Gilbert. Best Books for Children: Preschool Through the Middle Grades. New York: Bowker, 1981. 2d. edition. $21.95

A bibliography of recommended titles arranged by subjects: fantasy, mysteries, monsters and curiosities, mythology, Halloween, magic. The bibliography has annotations for 10,000 individual entries (13,000 titles including sequels). The book can be used as a selection aid for beginning and expanding collections and as an aid in giving reader's guidance to children.

Hunt, Tamara and Nancy Renfroe. Puppetry in Early Childhood Education. Austin, Texas: Nancy Renfroe Studios, 1982. $12.95 paper.

An excellent sourcebook for using puppets that includes sections on learning puppetry, how to make them, sources for puppets and supplies. An especially valuable section "puppetmaking for children" includes clear, easy to follow directions for teaching young children how to make and use puppets. The very simple puppets--envelope, finger, paper bag, mitten--are ideal for a library craft activity. Gives suggestions for using puppets with selected children's books, including Where the Wild Things Are.

Jacob, Gale S. Independent Reading Grades One Through Three: An Annotated Bibliography with Reading Levels. Williamsport, Pa.: Bro-Dart, 1975. out-of-print

Children just beginning to read independently need careful guidance in selecting just the right title for their reading skill. This bibliography carefully notes reading level according to the Spache reading formula. Some of the titles are repeated in Williams.

Lynn, Ruth Nadelman. Fantasy for Children: An Annotated Checklist. New York Bowker, 1979. $14.95.

A "bibliographic guide to more than 1,650 recommended fantasies for children in grades three through eight," arranged in 13 chapters by type of fantasy: ghosts, good versus evil, alternative worlds and imaginary lands, mythical beings and creatures, time travel, witches, wizards, sorcerers and magicians. The list includes recommended but out-of-print titles that are already in many library collections. It is especially useful in identifying "another book just like this one."

Mallett, Jerry J. Library Skills Activities Kit: Puzzles, Games, Bulletin Boards, and Other Interest Rousers For the Elementary School Library. West Nyack, NY: Center for Applied Research in Education, 1981. $24.95 spiral-bound paper.

From the introduction "has two primary purposes: to help you expand children's interest in reading...and to help you teach functional library skills." Includes easy to follow directions and diagrams, opens flat for photocopying (permission is given to use the patterns), and contains full size patterns. Activities includes a month of monsters (reading record, mobile, monster reading center, monster game, bulletin board) and others that can be adapted for summer reading in the public library.

White, Mary Lou, editor. Adventuring with Books: A Booklist for Pre-K - Grade 6. New edition. Urbana, IL: National Council of Teachers of English, 1981. price not set.

A selected, annotated list of 2500 children's books published from 1977 through 1980. Criteria for selection included: high potential interest for children and a significant degree of literary merit. Older titles of exceptional merit which were in the earlier edition are included at the end of each section. Of particular interest are the sections on Modern Fantasy, Ghosts, Magic, the Supernatural, Strange and Unique Creatures, Poetry (for ghosts and magic), Holidays (for Halloween), Crafts, Various Handicrafts, Hobbies (magic), and Amusements (for curiosities and jokes). The book is an excellent guide to other topics. The annotations are evaluative as well as summaries of contents, provide age and note "picture book" where appropriate.

Williams, Helen Elizabeth with Katherine Mary Gloden, editors. Independent Reading, K-3. Williamsport, PA: Bro-Dart, 1980. $17.25.

An annotated bibliography of titles that can be enjoyed independently by kindergartners through third graders. Titles are listed by subject, including Fantasies, Mysteries, Magic and Witches, Folktales, Dinosaurs and Fossils, Fairy Tales. Each entry includes the Spache reading level.

BIBLIOGRAPHY

Aiken, Joan. The Shadow Ghosts. Delacorte, 1980. 7.95 12 up

Unexplained events begin to happen in the old mill house where Cosmos is staying with his cousin.

_____. The Wolves of Willoughby Chase. Doubleday, 1963. 5.95 PLB 9-12 ages

Bonnie and her cousin Sylvia run away from home to escape their evil governess. They are chased by wolves and find themselves in an orphanage. And what of the sinister governess....? A sequel is Blackhearts in Battersea (Doubleday, 1964; PLB 7.95, ages 9-12).

Ainsworth, Ruth. The Phantom Fisherboy: Tales of Mystery and Magic. Andre Deutsch, 1980. 7.95 10-12

Imaginative stories of ghosts, magic, and strange events create suspense for the reader. Other collections by this author include: Phantom Carousel and Other Ghostly Tales (Follett, 1978; PLB 7.98, ages 6-10) and The Phantom Cyclist and Other Ghost Stories (Follett, 1974; PLB 5.97, ages 8-11)

Alexander, Lloyd. "The Prydain Books" 7.95 each 10-13

A chronicle of an imaginary land, with a multitude of natural and supernatural characters, in which Taran sets out to do battle with the Horned King. Titles, in sequence, are:

The Book of Three	(Holt, 1964)
The Black Cauldron	(Holt, 1965)
The Castle of Lyr	(Holt, 1966)
Taran Wanderer	(Holt, 1967)
The High King	(Holt, 1968)

Alexander, Sue. Witch, Goblin, and Sometimes Ghost. Pantheon, 1976. 5.99 PLB 4-7

Six easy-to-read stories about three friends who share feelins of being afraid and grumpy.

Allard, Harry. Bumps in the Night. Doubleday, 1979. 7.95 5-11

A picture book that is also good for reading aloud about a ghost, a seance, and an unexpected turn of events.

Aylesworth, Thomas G. The Story of Dragons and Other Monsters. McGraw, 1980. 7.95 8-12

Aylesworth is a prolific writer of non-fiction books that draw on mythology, fable and "fact" about monsters of various types. Other titles include: The Story of Vampires (McGraw, 1972; PLB 7.95, ages 10-12); Werewolves and Other Monsters (Addison, 1971; PLB 7.95, ages 11 up); Monsters From the Movies (Harper, 1972; PLB 8.95, ages 10 up) and Movie Monsters (Harper, 1975; PLB 8.95, ages 6-8) to list a few.

Bang, Molly. Wiley and the Hairy Man. Macmillan, 1976. 8.95
6-11 ages

Wiley has heard "The Hairy Man will get you if you don't watch out" for all of his life...and the creature almost does! A ready-to-read series title that is also good for reading aloud.

Bellairs, John. House with a Clock in its Walls. Dial, 1973. 7.45 PLB
10-12

When Lewis tries some magic he calls up a sinister ghost. Other titles in this trilogy include: Figure in the Shadows (Dial, 1975; PLB 6.46) and The Letter, The Witch and The Ring (Dial, 1976; PLB 7.45).

Blumberg, Rhoda. The Truth About Dragons. Four Winds, 1980. 8.95
8-12

Dragon lore from east and west are highlighted. An interesting comparison of the different viewpoint of the dragon from the east and west.

Brewton, John E., Lorraine A. Blackburn and George M. Blackburn, III. In the Witches Kitchen: Poems for Halloween. 8.79 PLB
6-12
T. Y. Crowell, 1980.

Laughs and chills and scary fun are wrapped in forty-two poems.

Briggs, K. M. Hobberdy Dick. Greenwillow, 1977. 7.92 PLB
12-up

A suspenseful story of a devoted hobgoblin who lovingly cares for the family of Wilford Manor. Suspense builds when evil tries to steal the family treasure and prevent a marriage.

Bulla, Clyde Robert. My Friend the Monster. Crowell, 1980. 8.79 PLB
6-10

A young prince is held captive until one day he befriends a monster who lives in the hill. An easy-to-read book.

Cameron, Eleanor. The Court of the Stone Children. Dutton, 1973. 9.95
10-13

The ghost of a nineteenth century French girl begs Nina for help to prove her father's innocence of a treason conviction. An outstanding book.

Chase, Richard. Jack Tales. Houghton, 1943. 8.95 each
Grandfather Tales. Houghton, 1948. 11 up

Appalachian Mountain variations of old folkstories brought to America by settlers in the seventeenth and eighteenth centuries. The tall tales have "Jack" as their central character.

Chew, Ruth. Earthstar Magic. Hasting, 1979. 6.95
8-11 ages

A friendly witch teaches Ben and Ellen the secret of the earthstar. Other titles by this author include: Magic Cave (Hasting, 1978; 6.95 and No Such Thing As A Witch (Hasting, 1980; 6.95).

Clapp, Patricia. Jane-Emily. Lothrop, 1969. 6.96 PLB
10 up

The story of Emily, a spoiled child, who is determined to have her own way--even though she is dead.

Coombs, Patricia. "Dorrie Series". Lothrop. Varies
7-11

In Dorrie and the Blue Witch, shrinking powder enables Dorrie to capture the bad witch and capture the prize for witch catching. There are numerous other titles with Dorrie as a main character: Dorrie and the Haunted House, Dorrie and the Screebit Ghost, Dorrie and the Witch's Imp, to list a few.

Corbett, Scott. Red Riddle Room. Little, 1972. 5.95
9-11

One Halloween afternoon, Bruce and Bill decide to explore the haunted house on the hill. They meet Jamie, who claims to live with ghosts in the house and who invites them back that night.

_____. The Mysterious Zetabit. Little, 1979. 6.95
6-8

Zachery Zwicker is transported to the land of the Zetabit, Zyxland, where important words start with the letters Z to M.

Cresswell, Helen. The Winter of the Birds. Macmillan, 1976. 9.95
12 up

An allegory with terrifying steel birds that come at night to strike and slash is merged with a realistic story of an old man frightened by the birds and a generous Finn who helps him.

Dahl, Roald. James and Giant Peach. Knopf, 1961. 8.99 PLB
9 up

A magic potion, made of "1,000 crocodile tongues boiled in the skull of a dead witch" causes a mountain-size peach to grow on an old, dead peach tree.

De Paola, Tomie. The Knight and the Dragon. Putnam, 1980. 8.95
5-8 ages

The castle librarian provides the solution for the problems of a knight and a dragon who are both failures in battle.

Elwood, Roger and Howard Goldsmith, editors. Spine-Chillers: Unforgettable Tales of Terror. Doubleday, 1978. 8.95 PLB
10 up

Twenty-three spinechilling stories drawn from the occult: witches, zombies, and werewolves scare readers into the next story.

Fleischman, Paul. The Half-a-Moon Inn. Harper, 1980. 8.99 PLB
10-12

Aaron, a deaf-mute,becomes separated from his mother during a blizzard and falls into the hands of Miss Grackle. Miss Grackle runs a mysterious inn and strange experiences follow until Aaron and his mother are reunited.

Flora, James. Grandpa's Ghost Stories. Atheneum, 1978. 8.95
8-12

Three ghoulish tall tales of Grandpa's adventures when, lost in the woods, he finds a bag of bones in a deserted cabin.

Gage, Wilson. Mrs. Gaddy and the Ghost. Greenwillow, 1979. 5.71 PLB
4-7

A humorous story of attempts to oust a ghost. None of Mrs. Gaddy's plans work--but there is one she didn't consider. Good for reading aloud.

Galdone, Joanna. The Tailypo: A Ghost Story. Houghton, 1977. 8.95
7-10

A lonely cabin, an old man, and the critter whose tail he cut off build a suspenseful story as the creature returns again and again to call for his "tailypo."

Glovach, Linda. "Little Witches series." varies
6-10

Titles include Black Magic Book of Games, (Prentice, 1974); Black Magic Book of Disguises, (Prentice, 1973); Birthday Book (Prentice, 1981); and Halloween Book (Prentice, 1975).

Gorey, Edward. Dracula: A Toy Theatre. Scribners, 1979. 2.98
all ages

The classic vampire tale can be staged with this toy theatre based on the Broadway play. Good for display or exhibit.

Grahame, Kenneth. The Reluctant Dragon. Holiday, 1953. 5.95
9-11

A peace-loving dragon is forced to fight St. George. The Dragon's friend, Boy, arranges a meeting between the two and a mock fight is planned.

Hoff, Syd. Danny and the Dinosaur. Harper, 1958. 7.89 PLB
6-8

An "I can read" classic.

Hoke, Helen. Ghastly, Ghoulish, Gripping Tales. Watts, 1983. 8.60

_____. Sinister, Strange and Supernatural. Lodestar, 1981. 10.95

_____. More Ghosts, Ghosts, Ghosts. Watts, 1981. 8.90

Collections of short stories that draw on the supernatural to scare readers with haunted room, bloody footprints, and other terrifying events. There are a number of story collections by this author.

Hopkins, Lee Bennett. A-haunting We Will Go: Ghostly Stories and Poems. A. Whitman, 1977. 8.25

_____. Hey-How for Halloween! Harcourt, 1974. 4.95

_____. Monsters, Ghoulies and Creepy Creatures. A. Whitman, 1977. 8.25
All ages

Selections of stories and/or poems to make you shake and quiver. The selections are suitable for reading aloud or for individual enjoyment.

Howe, Deborah. Bunnicula: A Rabbit Tale of Mystery. Atheneum, 1979. 8.95
9-12

The fresh vegetables in the refrigerator were turning white--could the new family pet be more than an ordinary rabbit?

Hunter, Mollie. The Haunted Mountain: A Story of Suspense. Harper, 1972. 9.89 PLB
10-up

_____. A Stranger Came Ashore. Harper, 1975. 9.89 PLB
11-up

Robbie suspects the handsome stranger is a legendary seal-man who carries young girls off to the bottom of the sea--and the stranger wants to marry his sister.

_____. The Wicked One. Harper, 1977. 9.89 PLB
10 up

The devilish Grollican follows the Grant family to America where they have emigrated to escape.

Johnston, Tony. Four Scary Stories. Putnam, 1978. 7.95
6-9

Three scary boy stories are told by an imp, goblin and a scalawag in a dark place. They are frightened by a boy--then intrigued by his scary story. A picture book illustrated by Tomie de Paola.

Kahl, Virginia. How Many Dragons Are Behind the Door. Scribners, 1977. 2.89
5-8

Picture book for young readers.

Karl, Jean. Beloved Benjamin Is Waiting. Dutton, 1978. 8.95
6-8

To escape the problems of home and school, Lucinda takes refuge in a cemetary, where the iron statue of a boy, long dead, begins to speak . . .

Kimmel, Margaret Mary. Magic in the Mist. Atheneum, 1975. 5.95
6-9

Young Thomas is a failure as a wizard until he finds an enchanted friend in the magic mist.

Knudsen, Eric A. Spooky Stuff. Island Heritage, 1974. 5.95
8-10

Eerie Hawaiian stories of spirits, skeletons, ogres and other strange things.

Krensky, Stephen. The Dragon Circle. Atheneum, 1977. 6.95
10-12

A family of dragons cause trouble for everyone because the Wynd children call up a little harmless sorcery.

_____. A Troll In Passing. Atheneum, 1980. 8.95

_____. The Witching Hour. Atheneum, 1981. 9.95 PLB

Kroll, Steven. Amanda and the Giggling Ghost. Holiday House, 1980. 8.95 PLB
4-7

Amanda is blamed for a ghost's thievery. A picture book.

_____. The Candy Witch. Holiday, 10.95 PLB
6-9

_____. Monster Birthday. Holiday, 1980. 7.95 PLB

Kuskin, Karla. Dogs and Dragons, Trees and Dreams: A Collection of Poems. Harper and Row, 1980. 9.89 PLB

Lansky, Bruce. Make Your Own Crazy Monsters. Meadowbrook Press, 1982. 4.95 6-13

Laycock, George. Mysteries, Monsters, and Untold Secrets. Doubleday and Company, 1978. 6.95 PLB 9-12

Leach, Marie. Whistle in the Graveyard: Folktales to Chill Your Bones. Viking, 1974. 7.95 9-11

_____. Thing At the Foot of My Bed. Philomel, 1959. 5.99 PLB 9-11

Story collections of folktales, ghost and witch tales.

Le Guin, Ursula. A Wizard of Earthsea. Parnassus, 1968. 9.95 PLB each 11-14

_____. Tombs of Atuan. Atheneum, 1971.

_____. The Farthest Shore. Atheneum, 1972.

A trilogy in which, Ged, the seventh son of a seventh son, trained as a wizard, shows off his powers and lets loose a nameless evil to roam the world, Earthsea. In the second title, Ged frees Arha, a high priestress, from servitude to the dark gods. In The Farthest Shore, he seeks to discover the reason for the decline in the power of wizards throughout Earthsea.

Lewis, C. S. "The Chronicles of Narnia" 8.95 each 9-12

The White Witch casts a spell over the Land of Narnia. Edmund, his brother and sister are drawn to Narnia to join Aslan in a struggle to break the spell. The titles in the Chronicles are:

The Lion, the Witch and the Wardrobe	(Macmillan, 1951)
Prince Caspian.	(Macmillan, 1951)
The Voyage of the Dream Treader	(Macmillan, 1952)
The Silver Chair	(Macmillan, 1953)
The Horse and His Boy.	(Macmillan, 1954)
The Magician's Nephew	(Macmillan, 1955)
The Last Battle	(Macmillan, 1956)

Lively, Penelope. The Ghost of Thomas Kempe. Dutton, 1973. 8.95 9-11

A boy who moves into an old house is plagued by the pranks of a ghost--a sorcerer whose mischievousness is blamed on the boy.

McCaffrey, Anne. Dragonsong. Atheneum, 1976. 9.95

_____. Dragonsinger. Atheneum, 1977. 8.95

_____. Dragondrums. Atheneum, 1979. 8.95 10-14

When her people refuse to allow a "mere woman" to become a harper, Menolly runs away to a family of fire dragons.

McGraw, Eloise Jarvis. Joel and the Great Merlini. Pantheon, 1979. 5.99 PLB 7-10 ages

A wizard gives Joel the power to be a great magician...but Joel feels that it is all too easy. A thoughtful story told with humor.

Mayer, Mercer. There's a Nightmare in My Closet. Dial, 1968. 6.46 PLB 4-7

A little boy is sure there's "something" in his closet--waiting to get him. The creature is vanguished and the boy settles to sleep. A picture book that addresses night fears and also lends itself to creative interpretion by children.

Mendoza, George. Gwot! Horribly Funny Hairticklers. Harper, 1967. 8.79 PLB 10 up

Excellent stories for telling or for reading aloud. The collection includes, "The Hairy Toe" about a creature searching for its hairy toe which has been swallowed by an old hag.

Parish, Peggy. Dinosaur Time. Harper, 1974. 7.89 PLB 4-9

An "I can read" series book about dinosaurs. Factual information accompanied by clear illustrations about the giants that roamed the earth.

Pearce, Philippa. The Shadow Cage and Other Tales of the Supernatural. Harper, 1977. 8.95 10-14

Haunting tales from present day England.

Peck, Richard. The Ghost Belonged to Me. Viking, 1975. 7.95 11 up

When Alexander is told that his family's barn is haunted, he doesn't believe it. But one moonless night, he sees light coming from the barn window.

_____. Ghosts I Have Been. Viking, 1977. 8.95 12 up

An excellent novel, set in the early Thirty's, with a heroine who can communicate with ghosts.

Platt, Kin. Dracula, Go Home! Watts, 1979. 7.60 PLB 9 up

Larry, who is working in his aunt's hotel for the summer, finds there is a guest who looks like Dracula. Even his name, A. R. Claud, is an anagram for Dracula. An easy reader with high interest.

Plume, Ilse, reteller. The Bremen-Town Musicians. Doubleday, 1980. 8.95 6-9

A classic tale of a donkey, cat, dog and rooster who band together to become street musicians.

Poole, Josephine. Moon Eyes. Little, 1967. 7.95
10 up

A chilling tale of a young girl's struggle to save her brother from an evil "aunt" with ambitions for the boy and his inheritance.

Prelutsky, Jack. It's Halloween. Greenwillow, 1977. 5.71 PLB
6-8

A "Read Alone" book with short poems and spooky illustrations.

_____. Nightmares: Poems to Trouble Your Sleep. Greenwillow, 1976. 7.92 PLB
8 up

Beware of monsters who creep...waiting to disturb your sleep.

Raskin, Ellen. Ghost in a Four-Room Apartment. Atheneum, 1978. 8.29 PLB
5-8

A mischievous poltergeist creates havoc for the family he haunts.

Rockwell, Anne. Walking Shoes. Doubleday, 1980. 4.95 PLB
6-9

An easy-to-read story of a little red house in search of a family. A goblin helps by giving the house magic shoes to go looking for a family.

Rodgers, Mary. Freaky Friday. Harper, 1977. 8.79 PLB
9-12

A daughter and her mother exchange bodies for one day. A humorous story that was made into a feature-length film.

Sarnoff, Jane. The Monster Riddle Book. Revised Edition. Scribners, 1978. 7.95 PLB
5-10

Over 100 riddles about vampires, werewolves and zombies haunt this collection of ghoulish foolishness.

Seuling, Barbara. The Teeny Tiny Woman: An Old English Ghost Tale. Viking, 1976. 6.95 PLB
6-8

A teeny tiny bone in her cupboard makes a great big nightmare for the teeny tiny woman.

Sleator, William. Among the Dolls. Dutton, 1975. 8.95
7-11

An old-fashioned enchanted dollhouse becomes a frightful prison when Vicky is drawn in to live with its evil inhabitants.

Steig, William. The Amazing Bone. Farrar, 1976. 7.95

An unusual bone has unexpected powers.

Stevenson, James and Edwina Stevenson. "Help!" Yelled Maxwell. Greenwillow, 1978. 7.95 8-11

In the middle of the night Maxwell learns of a flood that threatens his town--but can't wake anybody except a talking fire hydrant, two gas pumps, a street lamp and an oil can.

Stevenson, James. The Worst Person in the World. Greenwillow, 1978. 7.63 PLB 6-8

A meeting between the worst person and the ugliest thing.

Thorne, Ian. Dracula. Crestwood House, 1977. 6.95 PLB 9-11

One of several books that report on various well-known monsters. Other titles include: Big Foot, Creature From the Black Lagoon, The Loch Ness Monster, and Monster Tales of Native Americans.

Tolkien, J. R. R. The Hobbit. Houghton, 1938. 8.95 11 up

A wizard tricks Bilbo Baggins into going on an adventure that becomes a hazardous quest to recover treasure from a dragon. Older readers interested in fantasy and imaginary lands will also enjoy Tolkien's "Lord of the Rings" trilogy.

Ungerer, Tomie. Zeralda's Ogre. Harper, 1967. 12.89 PLB 6-8

A hungry ogre eats children--until he meets Zeralda.

Van Allsburg, Chris. The Garden of Abdul Gasazi. Houghton, 1979. 8.95 PLB 5-8

Abdul Gasazi may be a retired magician, but he can still weave a spell. A Caldecott Honor Book.

Viorst, Judith. My Mamma Says There Aren't Any Zombies, Ghosts, Vampires, Creatures, Demons, Monsters, Fiends, Goblins, or Things. Atheneum, 1973. 9.95 PLB 5-9

There may be a monster out there. Mama says there isn't, but Mama has made mistakes, lots of mistakes--all listed.

Wagner, Jenny. The Bunyip of Berkeley's Creek. Bradbury, 1977. 9.95 6-8

Bunyips do not exist--do they?

Whitney, Susan. Dr. Gloom's Monster Jokes and Puzzles. Harcourt, 1981. 1.95 paper 9-11

An activity book of puzzles, riddles, word searches and mazes.

Williams, Gurney. Ghosts and Poltergeists. Watts, 1979. 5.90
9-12

A discussion of the differences between ghosts and poltergeists with illustrations from actual cases.

Wuorio, Eva-Lis. Escape If You Can: 13 Tales of the Preternatural. Viking, 1977. 7.95
12 up

Excellent short story construction provides a reading pleasure with an eerie twist.

Williams, Jay. Everyone Knows What a Dragon Looks Like. Four Winds Press, 1976. 9.95
7-10

A fat bald man claims to be the Great Cloud Dragon that can save the city of Wu from destruction. Nobody believes him but Han--for Han he saves the city. Illustrations by Mercer Mayer enhance the oriental flavor of the tale. A good book for reading aloud and for encouraging creative interpretation by children.

Zemach, Harve. The Judge; An Untrue Tale. Farrar, 1969. 9.95
5-8

The judge won't believe that a horrible thing is coming--until it's too late!